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ABSTRACT

Arguing that conditions in developing countries are underexamined in the social studies curriculum, the author designed lessons to explore the development process in three different areas of the world. Upon completing the activities outlined, secondary students will understand that development is a process involving a variety of interrelated economic, political, social, and cultural factors. The students will gain an enhanced appreciation for the complexity of social change and the internal and external forces that influence change. Six activities are featured: (1) introduction to the development process; (2) analyzing measures of development; (3) rural development in India; (4) small business development in Kenya; (5) creating alternative business in Minnesota; and (6) concluding activities. A 12-item bibliography also is included. (DB)

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A COMPARATIVE STUDY OF THE DEVELOPMENT PROCESS: INDIA, KENYA, AND RURAL MINNESOTA

A LESSON PLAN FOR SECONDARY SOCIAL STUDIES

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Rational

The study of the development process is rarely undertaken at the secondary level. In general, the social, cultural, political, and economic conditions in developing countries is not analyzed because of a Western bias prevalent in most secondary social studies programs. It is of paramount importance that the study of developing nations gain more attention in the formulation of the social studies curriculum. Three fourths of the world's population live in the developing world, a preponderance of finite resources are located there, and an increasing amount of political and economic activity occurs there. The interdependent nature of global affairs entails that Americans are becoming increasingly more involved in the political and economic affairs of developing nations. National reports such as "A Nation at Risk", findings from The National Council for the Social Studies and The National Geographic Society have concurred that American secondary students are woefully deficient in their knowledge of world affairs. This is particularly true with respect to the economic, cultural, and political development of Asian, African, and Latin American nations.

The study of the developing world should be based upon a multi-faceted analysis. One aspect of life in the developing world, the development process, is important to study for four reasons: (1) it involves the human dimension related to conditions that exist in developing countries;

(2) it involves paradigms related to human societies in the process of change, including a variety of economic, political, and cultural variables which are important to the success or failure of development projects; (3) it involves a conceptual base which reinforces global interdependence and interrelationships. To be effective it must emphasize an ethic Harlan Cleveland has described as "Think globally, act locally"; (4) it must not be isolated to the study of developing countries. The development process has global significance and must be based on comparative analysis with an interdisciplinary research focus.

Like developing nations, industrial nations can also benefit from development paradigms. This point is of importance to The United States which faces an immediate future characterized by an increasing gap between rich and poor, urban and rural homelessness, increasing levels of high school drop-outs in need of job training, and pockets of underdevelopment which resemble the type of poverty found in many developing nations.

In short, any study of the development process must be designed to enhance a global perspective, utilize interdisciplinary subject matter, and create a variety of methodological and instructional approaches.

LESSON: A COMPARATIVE STUDY OF THE DEVELOPMENT PROCESS

GOALS AND INSTRUCTIONAL OBJECTIVES

1. The student will be able to locate India, Kenya, and the United States on a world map.

2. The student will compare and contrast development projects in three different geographical and cultural milieus.

3. The student will be able to identify and apply in real life situations, a variety of definitions of development.

4. The student will analyze and synthesize the components of a development project.

5. The student will discuss and determine the characteristics of effective development programs.

6. The student will acknowledge that development is a process involving a variety of interrelated economic, political, social, and cultural factors.

7. The student will gain an enhanced appreciation for the complexity of social change and the internal and external forces that influence change.

MATERIALS

- Prepared slides from the Bagrunda Link Canal project in Rajasthan, India.

- Published working papers from Seva Mandir, a Non-governmental Organization involved in rural development.

- Project descriptions of alternative rural business ventures in rural Minnesota provided by the University of Minnesota Extension Service.

- Filmstrip entitled, "Small-scale Industries in Kenya" published by The International Bank for Reconstruction and Development, Washington, D.C., 1981.

READINGS

- Teaching Guide, "Small-scale Industries in Kenya", World Bank Educational Materials, Washington, D.C., 1981.
- "Social and Economic Indicators" of select countries.
- "Economic Indicators" sheet for Minnesota.

ACTIVITY ONE: Introduction to the Development Process

1-1. Explain to the students that development is a complex issue involving a variety of social, economic, political, and cultural variables. Because of this, it is a very difficult concept to define due to the political and economic implications of social change.

Divide the class into groups of three and have them analyze each of the following definitions. In their analysis, they should evaluate each definition by listing the positive and negative aspects of the definition and the prospects each definition has for instilling successful social and economic change.

a. The creation of strategies designed to promote per capita economic growth.

b. The evolution of traditional societies into modern societies.

c. The transformation of an agrarian society into an industrial society.

d. The creation of strategies to promote economic, political, social, and cultural progress.

e. The alleviation of human misery.

f. The process of transforming an existing state of reality to one in which individual and social aspirations are fulfilled.

g. The process of promoting self-reliance in society so that basic human needs are met.

1-2. Discuss the list each group has created making a notation on the blackboard of the most significant points.

1-3. Each group will create their own definition of development based on their previous analysis.

1-4. Each group will read their definition. Highlight the major ideas of each group's definition on the blackboard. From the major points acquired from each group, the students will synthsize the major points into a class definition of development.

1-5. Evaluate the strengths and weaknesses of the class definition.

ACTIVITY TWO: <u>Analyzing Measures of Development</u>

2-1. Students will locate India, Kenya, and Minnesota (U.S.) on a world map.

2-2. Pass out "Social and Economic Indicators" sheet comparing India, Kenya, and the United States.

2-3. Facilitate a class discussion over the following questions:

1. What deductions can you make about economic conditions in the three countries?

2. Do India and Kenya face similar problems of underdevelopment? How would you describe the differences?

3. What basic differences in economic/social progress exist among the three countries?

NOTE: Activities 3,4, & 5 compare and contrast development projects in India, Kenya, and the United States.

ACTIVITY THREE: Rural Development in India

3-1. Hand out working papers which describe the Bagrunda Link Canal project.

3-2. Describe the basic problem to be solved in this village by drawing a diagram of the water supply problem on the blackboard.

3-3. View slides of the project.

3-4. After reading the project description and viewing the slides the students will list what they think are the most important factors involved in the creation of this project.

ACTIVITY FOUR: Small Business Development in Kenya

4-1. View sound filmstrip "Small-scale Industries in Kenya".

4-2. The students will read the chapter "Helping Small-scale Industries" in Small-scale Industries in Kenya, World Bank Educational Materials, 1981.

4-3. Engage in class discussion over the following questions:

1. In Kenya, what is the importance of small-scale industries?

2. Why are small businesses perfectly suited for the Kenya economy?

3. What role does the Kenya Industrial Estates (KIE) play in promoting the growth of small industries?

4. List three ways KIE strengthens small business undertakings?

5. What problems does KIE face in the realization of its economic goals?

ACTIVITY FIVE: Creating Alternative Business in Minnesota

5-1. Students will read and analyze economic data on the State of Minnesota.

5-2. In groups, students will discuss the following questions:

1. In what parts of Minnesota do economic problems exist?

2. What are the source of these problems?

3. What strategies can be undertaken to solve these economic problems?

5-3. Students will read the following brief readings:
-"Dried Flower Production and Marketing: Carlton and St.Louis Counties, 1988-89".
-"Marketing, then production: Organizing a marketing co-op", Larry McPeters, Adopt 100, 1986.

5-4. Divide the class into groups of eight. In each group the students will pair up so that each pair represents one of the following aspects of creating alternative business in Minnesota. Engage in a role playing exercise based on the following situations:

GROUP ONE: You are a group representing the Northeast Minnesota Initiative Fund. You have received a grant proposal to establish the Dried Flower Program. On what criteria would you base your decision to accept the proposal?

GROUP TWO: You are a group of farmers who are involved in dried flower production. What marketing strategies would you create to sell your product?

GROUP THREE: You represent groups interested in creating a dried flower production company. You are short on capital to start such a venture. Write a grant proposal outlining why you think this industry is important to

Northeast Minnesota and how you intend to make it a successful business venture.

GROUP FOUR: Produce a brief position paper explaining why economic diversification is important to Minnesota. What types of alternative business ventures could be created in the state?

ACTIVITY SIX: Concluding Activities

6-1. Students will answer the following questions in brief written paragraphs:

1. In general, what similarities and differences exist among development projects in India, Kenya, and Northeast Minnesota?

2. From a comparison of the three projects, what general conclusions can you make about the success and failure of development projects?

3. What obstacles are faced in attempting to stimulate economic development in all three situations analyzed in class?

4. Do the projects you analyzed in any way reflect the definitions of development discussed at the beginning of the lesson? Explain

5. After reviewing each project, make a list of the specific steps involved in creating a development project. With each step, provide an example from the projects studied in class and explain how this step was applied in the project.

SUPPLEMENTARY ACTIVITIES

1. Students can complete a comparative study of economic development policy in two developing countries.

2. Students can create a development project designed to solve a specific problem in a developing country such as, developing a program to combat illiteracy, assisting farmers in using new seeds or fertilizers, training women to become economically self-sufficient, or creating improved health care in rural villages or urban slums.

3. Students can interview a former peace corps volunteer to gain his/her perspective on the success or failure of development projects in developing countries.

4. Students can interview local city officials and social service professionals to discuss what economic/social problems exist in their local community. On the basis of their interviews, the students can write a research paper describing the nature and extent of the problem, and include what strategies they would create to solve these problems.

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